

Indiana Gateway Alternative School

STUDENT HANDBOOK



**INGAS reserves the right to amend this Student Handbook at any time to keep the most current and accurate information available.

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Welcome from our Executive Director

Dear Parents and Guardians –

Welcome to Indiana Gateway Alternative School! It is an exciting time to be a Digital Dragon and part of the Indiana Gateway Alternative School (INGAS) family! Creating a new school, such as INGAS, involves students, parents, and educators embarking on a journey that comes with its fair share of obstacles, trials, and anxieties. Our journey, however, will take a different course and not be marred by the usual pitfalls. At INGAS, our educators have pledged to instill a sense of *purpose*, *pride*, and *pleasure* in every child. It is that commitment that will ensure INGAS effectively prepares your child for a future of their choice.

In fostering *purpose*, *pride*, and *pleasure* in your child, our educators are charged with building strong relationships with your child, fostering a sense of belonging for your child, and making sure that your child is connecting with peers. Tailoring education to fit the needs of your child whether your child is an athlete, advanced learner, homeschooler, military kid, career or college bound, or anything in between is another promise made by our educators. Prescribing to these student-centered approaches will culminate with INGDA/INGAS being the preferred destination for children in the Hoosier State.

Enrolling your child in INGDA/INGAS indicates your desire to take part in this journey and your belief in the importance of promoting *purpose*, *pride*, and *pleasure* in your child. As a new Digital Dragon, you are entering a partnership with knowledgeable, experienced, and nurturing educators who will monitor your child's progress, attendance, and content mastery while providing insight, instruction, and support. The Student Handbook serves as your guide while we undertake this journey. Reviewing this guide will eliminate the many pitfalls that can characterize a school in its inaugural year.

Choosing the right educational setting for your child is not a decision to be taken lightly. As a result, our dedicated staff will always lend a virtual hand as we go through this journey together injecting a sense of *purpose*, *pride*, and *pleasure* in your child along the way. On behalf of the INGDA/INGAS educators, welcome to the Indiana Gateway Alternative School family, and let's begin this exciting journey together!

Go Digital Dragons,
Dr. James Callane and INGDA/INGAS Team
Executive Director

MISSION: *Indiana Gateway does whatever it takes to leverage personalized learning experiences so that every student is prepared to enroll, employ, or enlist.*

Our Vision Statements

- *We believe that clearly defined, high academic standards lead to high academic achievement. It is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed in the classroom, on the stage, and on the field.*
- *We believe that every child deserves an effective teacher in every classroom. In order to achieve this goal, our district is committed to ensuring that our standard for instruction is rigorous and our administrative teams are committed to providing the support necessary to achieve this goal.*
- *We believe that behind every successful school district there exists a strong community connection. These community partners provide the talent, the expertise, and the financial support for school improvement.*
- *We believe that the highest levels of academic, social and emotional growth for all students occur when schools are welcoming places, providing a nurturing learning environment that ensures physical and emotional safety.*
- *We believe that ethical values, including an appreciation of diversity, integrity, compassion, commitment, and responsibility, are integral to the learning process.*

Our Mission Statement

Indiana Gateway does whatever it takes to leverage personalized learning experiences so that every student is prepared to enroll, employ, or enlist.

Indiana Gateway Alternative School

SCHOOL [CALENDAR](#)

Report Absence: attendance@ingda.net

INDIANA GATEWAY DIGITAL ACADEMY AND
INDIANA GATEWAY ALTERNATIVE SCHOOL
4510 CHARLESTOWN RD.
STE 400 PMB 312
NEW ALBANY, IN 47150-8516

Website: INGAS.k12.com

School Administration

EXECUTIVE DIRECTOR	DR. JAMES CALLANE JCALLANE@K12.COM	844-734-4437 EXT 1001
OPERATIONS MANAGER	VERENA BURROWS VBURROWS@K12.COM	844-734-4437 EXT 2024
SPECIAL PROGRAMS MANAGER TITLE IX COORDINATOR	DEVA DUBE DEDUBE@INGDA.NET	844-743-4437 EXT 2119
HIGH SCHOOL PRINCIPAL	BRITTANY STAHL BRSTAHL@INGDA.NET	844-734-4437 EXT. 2185
HIGH SCHOOL INGAS ASST. PRINCIPAL	LUKE GRIM LGRIM@INGDA.NET	320-491-3712 EXT 2095
McKINNEY VENTO/FOSTER CARE LIAISON	NIKKI LOESER NLOESER@INGDA.NET	844-743-4437 EXT. 2045
TESTING COORDINATOR	GERALD PONCIN GPONCIN@INGDA.NET	844-743-4437 EXT. 2167
ENGLISH LANGUAGE LEARNER (ELL) COORDINATOR	EDEN FALS EFALS@INGDA.NET	844-743-4437 EXT 2111
COMMUNITY ENGAGEMENT SPECIALIST	TERESA HALLER THALLER@INGDA.NET	844-743-4437 EXT 2021
K12 CUSTOMER SUPPORT	1-866-512-2273	Press 2 at the prompt for the following options: Option 1: Materials Questions Option 2: Technical (Equipment) Support Option 3: Login Information and Online Systems Support Option 4: Re-Registration Questions

Alternative School

The mission of Indiana Gateway Alternative School is to partner with students to achieve their highest potential through graduation planning, mastery-based credit recovery and career and technical opportunities.

PROGRAM ELIGIBILITY

- Students at risk of withdraw or have withdrawn before graduation
- Students that have failed to progress academically and would benefit from the program
- Students who are credit deficient and at-risk for not graduating with their cohort.
- Students with life challenges and considered to be at-risk academically can be admitted to INGDA's alternative school (INGAS).

Students can return to an on-track timeline and move back to the standard high school once they have recovered sufficient credits, if it is right for that student.

This program is available to students who maintain legal settlement within the state of Indiana as defined under Indiana Code § 20-26-11 and must provide valid proof of residency upon enrollment and as requested for annual verification. Families are required to notify the school promptly of any change in address or residency status. Please be advised that all school-issued devices and technology resources are strictly for educational use within the United States. Taking or utilizing school-issued equipment outside of the country is prohibited due to security, compliance, and technical support limitations. Failure to maintain compliant residency or adherence to technology use policies may impact a student's enrollment status and access to school services.

ENTRANCE AND EXIT CRITERIA AND PROCESS

Guidance counselors will review the transcripts of all high school students each semester and upon enrollment for new students. Any students identified will be contacted about participation in the credit recovery program. Any student identified as credit deficient may choose to be enrolled in the alternative program.

Students may be identified for the program based on inability to attend traditional school for reasons that may include chronic truancy, employment, parenting, health or social emotional needs and other individual situations. Students who may benefit from the alternative school interventions can be identified by parent referral, school counselor recommendation, administrative review or Intervention Assistance Team recommendation.

Students may exit the program by graduating, achieving track status, and choosing to return to standard high school or by withdrawing. Students earning 40 credits in areas designated by Indiana's degree regulations will be awarded a high school diploma. Students that request to continue with INGAS after becoming on-track with credits must attend a meeting with the school counselor and assistant principal. Guidance counselors will assist students in making these decisions by identifying transition goals and helping them align their goals to their college or workforce plans.

INSTRUCTIONAL METHODS, MATERIALS, AND PROGRAMMING

Indiana Gateway Alternative School provides an online learning experience involving students, teachers, peers, students' support systems, and administration – the entire school community. The teachers engage students in the academic coursework, continually motivating students using formative instructional practices, monitoring student engagement and progress

Responsibilities and Rights of Students:

All students share with the administration and staff a responsibility to develop a safe learning environment within the school. Students shall have the following responsibilities and rights:

- To be on time and attend school daily; INGAS teachers have Open Office Hours (OOH) set up each day for your student to attend and receive assistance;
- To log into at least one class and work on an assignment daily;
- To respond to teacher's emails, phone calls and text messages;
- To put forth a conscientious effort in all school assignments;
- To have knowledge of and conform to school rules and regulations and applicable laws;
- To use appropriate speech refraining from indecent, obscene or foul language;
- To report incidents or activities that may threaten or disrupt the school to a staff member;
- To obtain a public-school education until the student reaches 21 years of age;
- Not to be excluded from public schools or from school privileges because the student is married, pregnant, has a disability, or is eligible for special education services and programs, or because of the student's race, gender, color religion, sexual orientation (known or perceived), or national origin;
- Not to be subject to corporal punishment;
- To be afforded discipline procedures as outlined in this document; and
- To request and receive interpretation and translation assistance for school-related matters if English is not the student's primary language;
- To communicate with your Home Room teacher on a weekly basis, in a meaningful way to discuss progress.
- Complete Star 360 Assessment – Beginning of Year, Middle of Year and End of Year.

Responsibilities and Rights of Families:

We are inclusive of and respectful of each child's family structure and do not limit to just parents or legal guardians and children in the home. For example, a family may also include new spouses and partners of

parents, extended families (grandparents, aunts, uncles, cousins, etc.), step-relatives, or any other person in a youth or family unit considered a family member. Families shall have the following responsibilities and rights:

- To ensure that their children between the ages of 5 and 21 enrolled at the school attend school regularly in accordance with the laws of the State of Indiana;
- To enroll their child in another school if he/she withdraws from the school;
- To ensure their child communicates with their Home Room teacher on a weekly basis;
- To ensure they and their child check and respond to emails throughout the week;
- To respond to correspondence from the child's teachers to keep the child on track academically;
- To serve as the child's Learning Coach or delegate responsibilities to an appropriate adult;
- To present to the school administration any concern or complaint respectfully;
- To work with their child daily to ensure that student is completing assignments;
- To know the rules set forth in this document and to review the contents with their child(ren);
- To ensure that their child complies with all required testing and assessments, including but not limited to required state tests, scheduled by the school;
- To ensure that their child receives the periodic health examinations required by law;
- To receive regular official reports of their child's academic progress;
- To inspect, copy, and challenge according to the appropriate guidelines and applicable law all information contained in their child's records;
- To receive an explanation for the basis of any grade given by the teacher;
- To receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;
- To appeal disciplinary actions; and
- To receive a reasonable accommodation so that a disabled parent or guardian may have access to participate in his or her child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

Attendance and Engagement policy

Compulsory Attendance

Indiana requires all children who are of school age to attend school. Any person having the care of a dependent who knowingly or intentionally deprives the dependent of education as required by law commits a violation of Indiana Code 35-46-1-4. If a parent or guardian neglects or refuses to send his or her child to school because of the child's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the incapacity, if it is demanded. It is also unlawful for a parent to fail, neglect, or refuse to send his or her child to a public school unless the child is being provided with instruction equivalent to that given in the public school under Indiana Code 20-33-2. Indiana Gateway Alternative School complies with these and all Indiana Laws pertaining to compulsory attendance, including any amendments or changes made.

Attendance

All students enrolled for the entire school year must attend 180 instructional days per school year. The total instructional days are prorated based on the student's start date. The daily amount of expected instructional time is: 6 hours for 6-12th Grade students.

Learning opportunities of instructional time include but are not limited to:

- interacting with the curriculum;
- progress made in the curriculum;
- assignment submissions;
- online Class Connect sessions attended;
- completion of internal assessments;
- and other offline resources.

Attendance is the combination of online, offline, and supplemental learning instructional time. Attendance may also include unique situations such as students placed in therapy centers, alternative settings, or programs. Daily attendance is verified by evidence of participation in instructional opportunities.

If your student does NOT put in his or her Username/Password and click the LOG IN button, your student will receive 1 Unexcused Absence. The email for this absence will be sent the following day.

Absences

Indiana Gateway Alternative School understands that there may be circumstances that require a student to not attend during a school day. Absences must be reported by the parent or legal guardian to be excused. Students and teachers may not report an absence. Absences should be reported through written notification by submitting an absence form ([Student Absence Form 26-27 – Fill out form](#)), emailing attendance@ingda.net or calling and leaving a voicemail on the attendance phone line at (844-743-4437, Option 3). Note: Not all absences will be considered excused.

When emailing or leaving a message please be sure to include:

- Your student's full name
- Your full name
- Reason for the absence
- A Phone number for a return call if needed

Absences will be considered *excused* for legitimate reasons, including but not limited to:

- illness verified by note from parent/guardian;
- illness (physical, mental, etc.) verified by note from Physician's office or hospital;
- funeral and bereavement;
- Nationally recognized religious holiday;
- military connected absences;
- state fair participation or any other reasons exempted by Indiana Code to be recorded as absent.

NOTE: A student can log in from ANY electronic device that has internet access (although some functionality may be limited on a phone). The homepage is a traditional website, and the student needs only enter the Username/Password. Additionally, a student has from midnight to midnight (EST) to do this in order to be counted as present for the day.

Absences will be considered *unexcused* for the following, but not limited to:

- No working internet
- School laptop not working
- Family Vacation
- Local area schools not in session
- Failure to attend in-person state testing
- Failure to log into courses/attend class sessions.
- Appointments that do not last the whole day
- Logging in using the LC account or a siblings account

Students will not be excused for appointments that do not last the whole school day. Verification from the physician's office for this type of absence is required. Absences due to illness that are three or more consecutive days may result in a request for a physician's note. Documentation is requested within 7 days of the absence. Absences must be reported within 7 days. Excuses submitted beyond this timeframe, or for another family member's appointments or illness, will not be accepted.

Make-up Work

Students must make up all work missed due to an absence. It is the student's responsibility to arrange for making up the work.

Truancy

Indiana State law:

IC 20-19-9-5, AS AMENDED BY P.L.250-2023, SECTION 7, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2025]: Sec. 5. A school corporation that operates a virtual education program must require that if a student who attends a school corporation's virtual education program accumulates the number of ten (10) consecutive or eighteen (18) cumulative unexcused absences, sufficient to result in the student's classification as a habitual truant, the student must be withdrawn from enrollment in the school corporation's virtual education program.

Students who meet the Habitual Truancy qualification must be withdrawn from Indiana Gateway Alternative School per IC 20-19-9-5. A student who is withdrawn pursuant to this policy may not be reenrolled for the school year in which the student is withdrawn per IC 20-24-7-13. Students who meet the chronic absenteeism qualification of eighteen (18) total unexcused and excused absences will be subject for review to determine eligibility to remain enrolled.

The appropriate school administrator will provide specific interventions for truant students and families. Prior to a student reaching Habitual Truancy or chronic absenteeism status, Indiana Gateway will establish a truancy conference or manifestation determination review. Notification of the conference date, time and location will be sent to the student's family by email. The notice will clearly state that the student has failed to adhere to the attendance policy and required immediate intervention. The truancy conference team will seek to understand the unique situation of the student and family. At the point of truancy Indiana Gateway Administration will review information provided by the student's family and will determine if there is sufficient basis for an excused absence, in accordance with school policy.

If a student is withdrawn due to Habitual Truancy or Chronic Absenteeism, Indiana Gateway Alternative School will:

- Report the student to Child Protective Services with concerns of Education Neglect
- Report to the Indiana State Police Clearinghouse for missing children
- May call the local law enforcement agency to confirm child welfare
- Not allow the student to re-enroll for the remainder of the current school year

INGDA Tiered Interventions for Attendance – Truancy

Upon Earning Unexcused Absences Indiana Gateway Attendance Team will do the following:

- Families will receive an email notification for each unexcused absence earned within 24 hours.
- School administrators will conduct a conference with Students and Families when they reach 5 unexcused absences. In that conference students and guardians will need to sign an Action plan.
- A phone call home will be made when a student earns 8 unexcused absences and again at 14 unexcused absences.
- The school Truancy Officer will set up a Truancy Conference for students who reach 16 unexcused absences. Legal Guardians are expected to attend.

Truancy Prevention Procedures:

Students who have five (5) unexcused absences in a 10- week period:

1. The school shall upon the student's fifth unexcused absence in the 10-week period immediately provide a written notice to the parents. Such written notice shall include:

- The student has earned 5 unexcused absences
- The parent is required to monitor the students school attendance
- As a result, the student and parent are required to attend a conference regarding truancy prevention, in which the family will need to sign an attendance improvement plan.

2. Indiana Gateway will hold an attendance conference to discuss the student's absences and establish an attendance plan. The conference will be with the following people:

- School Representative
- The parent of the student or a Parent's Representative if parent gives 48 hours' notice of the representative's attendance and the name of the representative
- The student

3. Indiana Gateway's attendance plan that includes:

- Wraparound services to ensure school attendance for the student. This could include a referral to counseling, mentoring or other services for the student as appropriate.
- A description of the behavior required and/or prohibited for the student.
- The effective time period for the plan.
- Disciplinary actions the school will take if the student does not comply with the plan.
- The signature of the student and the parent agreeing to the plan.

LEGAL REFERENCE: IC 20-33-2-14 IC 20-33-2.5-4

INGAS Tiered Interventions for Attendance - Truancy

Days Absent	Responsible Party	Intervention
1	Attendance Specialist	Robocall notification & Email notification from Attendance Office
2	Attendance Specialist	Robocall notification & Email notification from Attendance Office
3	Attendance Specialist	Robocall notification & Email notification from Attendance Office
4	Attendance Specialist	Robocall notification & Email notification from Attendance Office
5	Attendance Specialist & School Administrator	Robocall notification & Email notification from Attendance Office Student and Families will be invited to a conference with a school administrator.
6	Attendance Specialist	Robocall notification & Email notification from Attendance Office

7	Attendance Specialist	Robocall notification & Email notification from Attendance Office
8	HR Teacher	Phone call / Text
9	Attendance Specialist	Robocall notification & Email notification from Attendance Office
10	Attendance Specialist & School Administrator	Robocall notification & Email notification from Attendance Office Student and Families will be invited to a conference with a school administrator. *Final certified letter for consecutive absences and manifest determination is held
11	Attendance Specialist	Robocall notification & Email notification from Attendance Office
12	Attendance Specialist	Robocall notification & Email notification from Attendance Office
13	Attendance Specialist	Robocall notification & Email notification from Attendance Office
14	Attendance Specialist	Robocall notification & Email notification from Attendance Office. Manifest Determination Review scheduled if applicable
15	Attendance Specialist	Robocall notification & Email notification from Attendance Office
16	Truancy Officer &/ School Administrator	Robocall notification & Email notification from Truancy Officer & Conference
17	Truancy Officer & School Administrator	Robocall notification, Email notification from Truancy Officer, Administrator contact
18	Truancy Officer	Email and official notification of Truancy Withdrawal.

Testing Attendance

All students enrolled in public schools in the State of Indiana are required to participate in state testing (Indiana Code (IC) 20-32-5.1-7). As a student of Stride, Inc. Indiana public school, attendance at ALL testing events is mandatory. Parents must ensure that students participate in all required state and local testing throughout the school year. This testing includes, but is not limited to, SAT, IREAD, ILEARN, and Summer IREAD.

Specific testing dates and locations will be published no later than two weeks prior to the testing window. Parents are responsible for transportation to and from all testing events, regardless of distance. The INGDA/INGAS Testing Department makes all efforts possible to provide test site locations within 60 miles of student home addresses. In rare instances, this is not possible. This does not exempt a student from state testing requirements. Please be sure to plan accordingly.

According to Indiana Code 20-33-2 (state law), parents may not remove their students from school for the purpose of missing any test or assessment. This includes state-mandated testing requirements. In other words, there is no "opting out" of any state test or assessment.

<https://iga.in.gov/laws/2023/ic/titles/20#20-32-5.1>)

Additionally, the lack of participation in required testing may place the student's continued enrollment at INGAS at risk. Students refusing to attend state testing will be considered unexcused for the assigned testing day. Student accounts may also be locked if INGAS staff are unable to confirm testing with the family or if the student does not show up for testing. Students who accumulate 18 unexcused absences or 10 consecutive unexcused absences are subject to mandatory withdrawal under IC 20-19-9-5.

A doctor's note will be needed for missed assessments. Vacations, holidays, and/or doctor's appointments SHOULD NOT be scheduled during testing weeks.



ATTENDANCE

Reporting an Absence

If the student will not be able to log into the K12 school for the day, the parent or legal guardian must contact the attendance office. When contacting the attendance office please **be sure to include: First and Last Name of who is calling, relationship to the student, the student's First and Last Name, the reason for the absence, their student ID number along with a good phone number to call if questions.**



Link to [School Calendar](#)

Email: attendance@ingda.net
Call: 1-844-743-4437 option 3



Link to [Student Handbook](#)

Documentation

- Documentation for the absence should also be attached to the email or sent as soon as possible after the absence.
- Families can use their cell phone to take a photo of the document and attach it.
- Doctor's notes should be specific with a date and a time.
- Documentation is required within 7 days of absence.

Excused Absences

- Illness (physical, mental, etc..) verified by note from parent/guardian, physician's office or hospital
- Funeral or bereavement
- Nationally recognized religious holiday
- Military connected absence
- State fair participation or any other reason exempted by Indiana Code .

Not excused Absences

- No working internet
- School laptop not working
- Family vacation
- Local area school districts are not in school
- Failure to report for in person State testing
- Failure to attend scheduled class sessions
- Failure to log into courses
- Logging in on LC account or sibling's account
- Students will not be excused for appointments that do not last the whole school day.

NOTE: A student can log in from ANY electronic device that has internet access (although some functionality may be limited on a phone). The homepage is a traditional website, and the student needs only enter the Username/Password. Additionally, a student has from midnight to midnight (EST) to do this in order to be counted as present for the day.

Engaged Students

Students enrolled in the Indiana Gateway Alternative School program shall maintain good standing regarding Attendance and Engagement by:

- Logging into the Online School (OLS) or Learning Management System (LMS) daily
- Attending all required Class Connect sessions
- Camera's on during Class Connect sessions
- Engaging during the required Class Connect sessions
- Attending scheduled conferences
- Attending in-person State mandated testing
- Completing diagnostic and formative assessments
- Actively communicating with school staff
- Responding to request for two-way communication within one school day
- Proactively communicating with the school regarding technical issues
- Proactively communicating with the school regarding excused absences

Engaged students participate in learning opportunities by working within the curriculum and offline resources. Each lesson requires approximately 60 minutes of instructional time. Learning opportunities of instructional time involve interacting with the curriculum, progress made in the curriculum, assignment submissions, online Class Connect sessions attended, completion of internal assessments, and other offline resources. If a teacher or academic advisor cannot see evidence of learning, they will follow the attendance intervention procedures.

Academic Probation and Expulsion

Most students enrolled at Indiana Gateway Alternative School (INGAS) are with us due to severe credit deficiency. The below points are designed to help the student and family recover the credits and perhaps help find a school home best for the family.

- All classes at INGAS are self-paced and ready for the students to begin on their Start Date. Many assessments are NOT required, and students need only begin the ones that ARE required. Since classes are self-paced, students can complete a course within 2 weeks.
- Students are required to complete 2 courses (core classes – 60%, and CTE courses – 70%) AND their appropriate Star 360 assessment (Beginning of Year in 1st semester, Middle of Year at start of 2nd semester). This must be done within 45 days of their Start Date, and again within 45 calendar days of the start of the 2nd semester.
- Students that do NOT meet the above criteria will be placed on Academic Probation. There are 2 paths this will lead to: Expulsion from the school for failing to maintain school requirements OR taken off probation if they do meet the requirements.
- When a student is placed on Academic Probation, the family will be provided with documentation explaining the reason and the next steps to rectify the situation.
- Next steps include: 3 Probation Meetings between the Assistant Principal of INGAS, INGAS Team Lead, and the family (this includes the student AND the learning coach). Meetings will be 2 weeks apart, allowing 6 full weeks to be removed from Academic Probation. If the student has an IEP or 504 plan, a member of the special education department will also be involved in these meetings.

- If the student fails to complete 2 courses and the appropriate Star 360 Assessment within 6-weeks' time, the student will be recommended for Expulsion/removal from INGAS. If a student has a 504 plan or an IEP, the student will also have a manifestation determination review.
- An expulsion from INGAS will result in the student NOT being allowed back to either INGDA or INGAS for the remainder of the school year.

Student and Family Support

The Student Support Team identifies and supports non-engaged students, allowing for students who need increased assistance with attendance, online schooling, work completion or life circumstances to have the opportunity to succeed in an online environment.

Students will receive interventions tailored to their needs and quantifying how they can regain good academic standing. Learning Coaches receive several attendance informational support sessions. Mediation phone calls are provided to students and Learning Coaches throughout the intervention process to receive guidance and assistance on daily goals and help regain track status. Students who consistently show lack of ability to attend school in an online environment will receive increased support while enrolled at Indiana Gateway Alternative School.

Utilizing these interventions allows for the school to maintain the flexibility that some students desire at Indiana Gateway while also ensuring that students are actively participating in school in a manner conducive to receiving a quality education.

STANDARDIZED TESTING

School Based Assessments

10th and 11th grade INGAS students are required to complete the Beginning of Year Star 360 assessment in the fall, Middle of Year Star 360 assessment in the winter, and End of Year Star 360 assessment in the spring.

High School Online Learning System (Online Learning System)

For students to achieve mastery high school level courses, the instructional component relies heavily upon skilled subject-specific teachers who provide clearly defined, high-quality curriculum and instruction. Learning coaches are still crucial as motivators and coaches. However, students' academic success in high school will depend upon the student's level of engagement with the curriculum and interactions with teachers.

Every student has an expert teacher for each course. Teachers are state certified in the subject area they teach and may be assisted by partner teachers or paraprofessionals who are experts in online instruction. Teachers set due dates for assignments, then grade, provide feedback, and return assignments to students. Teachers answer student questions via e-mail and phone and hold live content instructional sessions. Teachers often provide one-on-one and small-group instruction to students who are having trouble with certain topics.

Students are required to:

- attend daily virtual (synchronous) and asynchronous sessions;
- log in and complete the assigned coursework daily;
- have cameras on during class connect sessions
- communicate with teachers and other staff (K-mail, email, phone, etc.);
- follow course calendar and announcements;
- complete their courses before end of semester
- read teacher feedback and use it to improve their work on future assignments; and
- communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension.

Learning Coaches are responsible for:

- ensuring Internet connectivity and arranging transportation to and from, if applicable;
- transportation to and from mandatory state testing;
- reporting/resolution of any technical issues or missing materials;
- ensuring that students are completing required assignments daily and submitting assignments on time;
- assisting student with assignments, to the extent that they are comfortable doing so (but do NOT do the course work for them);
- ensuring that students take advantage of all of the resources available to them to succeed in school;
- communicating with teachers when a concern or need presents itself.
- ensure student logs into school daily; trust but verify

Course Assignments and Grading Procedures

- All courses begin at a 0%; teachers will lay out which assignments are needed to raise a grade up to 60%, at which time the student will have completed the credit. NOTE: CTE courses require 70% completion.
- Upon earning a 60% and course credit, the student may continue working to raise the grade to a C, B or A;
- Quizzes and Tests are graded automatically upon completion.
- Graded assignments that are done by hand will be assessed with a week of submission
- Students may submit late work.

Teachers communicate directly with students and Learning Coaches regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with the Individualized Education Program (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

INGAS Grading Scale

Percentage

A 94-100

A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

High School promotion and Retention Policy

High school students are placed in “cohort” groups that begin on the first day of their freshman year. Indiana expects the majority of high school students to graduate in four years. To do so, students should earn a minimum of 10 credits per year for a total of 40 credits.

Being a member of INGAS, your student has fallen behind on this metric, but our absolute goal is to work together with the family to help your student graduate on time with the cohort.

Credits and Graduation Requirements



Effective beginning with students who enter high school in 2014-15 school year (class of 2018).

Course and Credit Requirements	
English/Language Arts	8 Credits Including a balance of Literature, Composition and Speech
Mathematics	6 Credits 2 Credits: Algebra 1 2 Credits: Geometry 2 Credits: Algebra 2 Students must take a math course or qualitative reasoning course each year in high school
Science	6 Credits 2 Credits: Biology 1 2 Credits: Chemistry 1 or Physics 1 or Integrated Chemistry-Physics 2 Credits: Any Core 40 Science Course
Social Studies	6 credits 2 Credits: U.S. History 1 Credit: U.S. Government 1 Credit: Economics 2 Credits: World History/Civilization or Geography/History of the World
Directed Electives	5 Credits

	World Languages Fine Arts Career and Technical Education
Physical Education	2 Credits
Health and Wellness	1 Credit
Electives	6 Credits • College and Career Pathways Recommended
40 Total State Credits Required	

Our preferred type of diploma is the Core 40 Diploma, as it provides graduates with opportunities and advantages when applying to colleges. For a student to change this to a General Diploma, we require a meeting with the learning coach, home room teacher, and school counselor to ensure that everyone involved understands the situation and positive/negative consequences.

Students on a General Diploma may NOT graduate more than 1 semester early.

Courses will NOT be retaken for grade improvement. When the current course ends, that grade is input into the Graduation Plan and transcripts. Additionally, Summer School is for recovering past failed courses, and not to “get ahead” on classes a student hasn’t yet taken.

Credit Accrual Policy

INGAS’s intent is to allow students to catch up on missing credits; NOT to graduate as 11th graders. As such, the maximum number of courses a student may complete per semester is 12. Students on a General Diploma may only complete 8. Any requests for more courses must go directly to the assistant principal.

When a student has completed the maximum number of courses allowed in a semester, the student MUST continue logging in daily and use that time to raise grades in all courses. Once a student is caught up with credits, we can discuss returning to INGDA.

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
 - (6 credits in one language or 4 credits each in two languages). Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcript of college credits in dual credit courses from the approved dual credit list.

- C. Earn two of the following:
 - 1. A minimum of 3 verifiable transcript college credits from the approved dual credit list,
 - 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB exams.
- D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- E. Earn an ACT composite score of 26 or higher and complete written section
- F. Earn 4 credits in IB courses and take corresponding IB exams.

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - 1. Pathway designated industry-based certification or credential, or
 - 2. Pathway dual credits from the approved dual credit list resulting in six (6) transcript college credits
- Complete one of the following:
 - 1. Any one of the options (A-F) of the Core 40 with Academic Honors
 - 2. Earn the following scores or higher on WorkKeys: Reading for Information Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
 - 3. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, and Math 75
 - 4. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

Graduation Pathways

Students in the Graduating Class of 2023 and Beyond must satisfy all the following Graduation Pathway Requirements:

- 1. High School Diploma- Meet the statutorily defined diploma credit and curricular requirements.
- 2. Learn and Demonstrate Employability Skills (students must complete at least one of the following):
 - a. Project Based Learning Experience
 - b. Service Based Learning Experience
 - c. Work-Based Learning Experience
- 3. Post-Secondary Readiness Competencies (students must complete at least one of the following):
 - a. Honors Diploma: Fulfill all requirement of either Academic or Technical Honors Diploma
 - b. ACT or SAT with college ready benchmark scores as established by IDOE
 - c. ASVAB: Earn at least a minimum AFQT score of 31 to qualify for placement into one of the branches of the US military (Student must complete the Intent to Enlist documentation)
 - d. State and Industry recognized credential or certification

- e. State federal or industry apprenticeship
 - f. Career Technical Education Concentrator: must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study
 - g. AP/IB/Dual Credit/Cambridge International courses or CLEP exams: Must earn a C average or higher in at least three courses
 - h. Locally created pathway that meets the framework from and earns the approval of the State Board of Education
4. IC 20-32-4-4.1 requires a student to attempt to achieve at least three (3) separate postsecondary readiness competencies in order to qualify for a waiver from the postsecondary readiness competency graduation requirement under pathways. Therefore, a student who does not attempt at least three (3) competencies will be ineligible to graduate with a waiver provided under IC 20-32-4-4.1. Students who transferred during their senior year from a non-accredited nonpublic school or an out of state school to a public school in Indiana need only attempt one postsecondary readiness competency to qualify for a waiver from the postsecondary readiness competency graduation requirement. ☐

CTE Program

INGAS's Career & Technical Education (CTE) Program

Career & Technical Education teaches the college and career skills students need to be successful after high school. In addition to core courses required for graduation, student pathway courses in CTE allow students to explore different career fields, gain skills to help them be successful in the workplace and college, and also meet additional graduation requirements. INGAS' CTE Program includes CTE pathways, work-based learning experiences and events, Career & Technical Student Organizations (CTSO's), and opportunities for dual credit.

All INGAS high school students are enrolled in the INGAS CTE Program to complete the Indiana Department of Education requirements. If you would like more information, please contact CTE Director, Julie Brauser: jbrauser@ingda.net or 844-743-4437 ext. 2150.

Work Based Learning

Indiana Gateway Alternative School (INGAS) is committed to helping students gain valuable Work-Based Learning (WBL) experiences that prepare them for college and careers.

While INGAS cannot place students directly with employers, as hiring decisions are made by the employers themselves, our team provides support throughout the process by:

- Assisting students in locating Work-Based Learning opportunities and employment resources.
- Helping students create a professional résumé or develop a Tallo profile.
- Providing interview coaching and career readiness support to help students become strong candidates.
- Offering guidance throughout the application and hiring process.

Students may participate in Work-Based Learning to gain valuable career experience and/or earn academic credit, provided they meet all program requirements.

Student Expectations

Students who wish to work with the INGAS Work-Based Learning Coordinator are expected to:

- Create and maintain a professional Tallo profile **or** develop a current résumé.
- Actively participate in all scheduled coaching sessions.
- Respond to communications from the Work-Based Learning Coordinator in a timely manner.
- Take responsibility for applying to positions and communicating with prospective employers.

Participation in coaching and preparation does not guarantee employment or placement, as employers make all final hiring decisions.

Interested in Participating?

Students interested in the Work-Based Learning program should contact: **Jacki Spainhour**, Work-Based Learning Coordinator; Email: jspainhour@ingda.net

Dual Credit

Dual Credit Courses

Dual credit courses provide high school students with the opportunity to earn both high school and college credit simultaneously. These courses may be taught by credentialed high school instructors, adjunct college faculty, or college professors. They can be delivered as part of a student's K–12 curriculum or offered as standalone online courses through the college's partner.

Note: Eligibility for dual credit may depend on qualifying scores from assessments such as the PSAT, SAT, ACT, or a Knowledge Assessment. Students who do not meet the necessary criteria may still take the high school version of the course and earn high school credit.

INGAS Dual Credit Process

Indiana Gateway Alternative School (INGAS) offers dual credit opportunities to high school students during both the fall and spring semesters to support college and career readiness. Dual credit enables students to earn college credit while simultaneously fulfilling high school graduation requirements.

Funding and Eligibility

- INGAS will fully fund all **in-house dual credit courses** taught by INGAS instructors.
- INGAS will fund **one external dual credit course per semester per student** through our approved Dual Credit Partners—**Ivy Tech Community College** and **Ball State University**.

- Students pursuing the **Indiana College Core (30 ICC)** or an **Associate degree** may receive funding for additional external dual credit courses beyond the one-per-semester limit to support their credentialing goals.

Additional Courses and Summer Enrollment

- Students who are **not** pursuing the Indiana College Core or an Associate degree and who wish to take more than one external dual credit course in a semester—or summer—will be responsible for the tuition of the additional courses.
- Funding Summer dual credit requests will be reviewed **on a case-by-case basis** to determine eligibility and funding.

Program Structure and Flexibility

INGAS partners with multiple postsecondary institutions to provide a broad range of dual credit options. This process applies to all dual credit offerings, including:

- course qualifications and prerequisites
- registration and enrollment procedures
- tuition and funding guidelines
- academic expectations and grading policies

Purpose and Alignment

This dual credit policy ensures:

- equitable access to college-level coursework
- structured support for students pursuing the 30 Indiana College Core or an Associate degree
- fiscal responsibility in funding dual credit courses
- a consistent process across multiple partner institutions

Students in the INGAS program may be considered dual credit enrollment if they demonstrate a strong interest in the subject and agree to meet all course expectations, including participation in live class sessions. Such placements are uncommon and reviewed individually. Weekly attendance in live sessions is required for all students enrolled in dual credit courses.

Testing out of courses:

Effective January 2011, the Indiana State Board of Education formally repealed the “seat time” requirement for awarding high school credit. Indiana Gateway Alternative School may choose to award high school credits by “demonstration of proficiency” using an assessment or other collection of experiences that demonstrate mastery of the content standards of the course. “Credit” is now defined

as a “demonstration of proficiency against the academic standards in a course that meets the following requirements: 1. The course is an approved course and complies with the approved course description. 2. For those courses for which Indiana academic standards are defined, the course is consistent with Indiana academic standards. 3. For those courses for which there is a Core 40 at end of course assessment, the required proficiency is at or greater than that required to pass the assessment. Multiple credits may not be awarded for the same course unless the approved course description permits multiple credits to be awarded.” 511 IAC 6-7.1-1. Students will receive a letter grade and 1 credit for the course based on the assessment data.

Zero Grade Policy:

It is the goal of Indiana Gateway Alternative School in connection to Stride/K12 to provide students the ability to obtain mastery level knowledge of each of their courses. To achieve this goal, Indiana Gateway Alternative School has decided to adopt a Zero Grade Policy to assist in student comprehension and retention of their course material. Listed below are the guidelines and procedures for the Zero Grade Policy.

Guidelines and Procedures:

- 1) Teachers are allowed to enter no more than two zeroes per instructional unit.
 - a) Teachers have autonomy to select which two assessments they can input 0's on, but they cannot exceed two 0's per instructional unit.
 - b) Any zero that is given to a student comes with the ability for the student to make this assessment within the course of a semester. A link to the assignment earning a 0 must be provided in the grading feedback for that item to help students find the assignment they are missing
 - i) It is the responsibility of the student to keep track of their grades and identify the zeroes they have received.
 - ii) Teachers are provided the autonomy to decide how students can make up these assessments that are labeled as zero, if the options to make up these assessments are clearly defined and explained to students.
 - c) If students do not attempt to complete the assessment with a zero prior to one day before the semester ends and grades are due, then the grade will remain at a zero.
- 2) Teachers have the option to input a minimum grade of 30%-50% for all other assessments in the unit, or they can leave the scores blank.
 - a) This applies to all assessments besides the two assessments per unit that teachers are allowed to enter a zero for.
 - b) Teachers have the autonomy to select which assessments to input a minimum grade for, if they adhere to the maximum of two 0's per instructional unit and minimum grade of 30%-50% (or blank) for all other assessments within a unit.
- 3) Teachers must provide a one-to-two-week grace period with due dates for assessments to allow additional time for students to complete and submit assessments.
 - a) Teacher can input failing grades one to two weeks after an assessment's original due date.

Multi-Tiered System of Support (MTSS)

The MTSS (Multi-Tiered System of Supports) process greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. During the MTSS process, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities. Learning Coaches will receive communication throughout the process. Additional information about the MTSS process can be found in the MTSS Manual.

IDEA - Individuals with Disabilities Education Act (IDEA)

Child find

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. The School will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy that children with disabilities, as well as their families, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education. For additional information contact the Administrator of Special Programs, Deva Dube, dedube@ingda.net.

McKinney-Vento Act

INGAS will abide by all federal, state, and local statutes, policies, and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents, contact information, definition, or dispute resolution.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

Definition:

The term "homeless children and youths"--

1. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
2. includes--

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)
5. Unaccompanied minors (students under 18 years old who are not living with a parent or guardian).

Responsibilities of the School

Regarding Homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, Indiana Gateway Alternative School shall ensure that-

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children;
- homeless students enrolled in Indiana Gateway Alternative School will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the enrollment office and provided to families upon enrollment
- In meeting these responsibilities, Indiana Gateway Alternative School will coordinate with homeless families in the following activities:
 - the immediate enrollment in school and accessing school services;
 - services for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
 - providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;

- informing families, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted K12 curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- provide professional development and awareness to Indiana Gateway Alternative School personnel and service providers on the effects of short-term stays in shelters and other challenges associated with homelessness.

Special Education Services

The Special Education program meets the individual needs of students by using specially designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP). Please see the Special Education Policy/Procedure manual for more information.

Special Education Screening

The school screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on assessments
- periodic vision and hearing assessments and review of the results of physical examinations by school or private physicians as mandated by the Indiana Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities, please contact the school directly. Under IDEA parents and guardians have the right to request a special education evaluation. In compliance with this right Indiana Gateway Alternative School will respond to any written/emailed request for evaluation with permission to evaluate or a written fact-based reason the school does not believe it is necessary

within 10 days. Once permission is granted to begin the evaluation, the school will complete this process within 50 instructional days per Indiana Article 7.

Services by Disability

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the school community believe that varied instructional practices and learning environments benefit all children. Services are provided to all students, across all disability categories in the least restrictive environment possible to meet the students' exceptional needs in alignment with state and federal requirements.

Seclusion and Restraint

The school believes that behavioral interventions for children with disabilities must ensure the right to be treated with dignity and respect. All children with and without disabilities have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical restraint or seclusion imposed solely for purposes of discipline or convenience.

Seclusion or restraint shall not be used as routine school safety measures; that is, they shall not be implemented except in situations where a child's behavior or action poses imminent risk of injury and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience.

The Seclusion and Restraint plan ensures all students and staff are safe in school, and that students with disabilities who may have behavior crises are free from inappropriate use of seclusion or restraint. This plan includes all requirements listed in Indiana Code 20-20-40-13 and is available upon request.

504 Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program. Please see the school's 504 manual for more details.

Military Children and Families

There are many resources to support the Indiana Gateway Alternative School for children and families impacted by the deployment of family members serving in the military. For more information, please contact the administration.

INGDA/INGAS is proud to have been awarded the "Purple Star School" status by the IDOE. The Indiana Purple Star School Designation honors schools that have displayed a significant commitment to service members, veterans, and students and families connected to our nation's military.

English Learners

The goal of the English Learners (ELs) program is to support ELs students in attaining English language literacy (speaking, listening, reading and writing) so that they can become independent learners as they achieve academic success. For more information on the EL program, please contact the administration.

NON-DISCRIMINATION & ANTI-HARASSMENT STATEMENT & POLICY

Indiana Gateway Alternative School does not discriminate based on a protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto. Indiana Gateway Alternative School strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

Indiana Gateway Alternative School is committed to providing a safe environment in which students can learn. INGAS shall maintain a nondiscriminatory environment protecting students from discrimination and harassment. INGAS encourages students, families, and staff to work together to prevent acts of harassment of any kind including bullying.

Harassment of students and staff members is prohibited at all academic, extracurricular, and school sponsored activities. INGAS prohibits harassment in the school environment, whether or not the harassment initially occurred off school grounds or outside the INGAS' education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

INGAS complies with Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which is a Federal civil rights law that prohibits discrimination based on sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any Federal funds must comply with Title IX. Under Title IX, discrimination based on sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

Complaints or questions regarding Title IX and sexual discrimination or harassment should be directed to the Indiana Gateway Digital Academy/Alternative School Title IX Coordinator: Deva Dube

Indiana Gateway Digital Academy
c/o Deva Dube
4510 Charlestown Rd.

Ste 400 PMB 312

New Albany, IN 47150-8516

Complaint Process

Staff and administration recognize that life at school does not always run smoothly. As problems arise, school personnel and families must collaborate to find solutions. The Indiana Gateway Alternative School staff also realize that families and students do not always know what to do or where to seek

answers. Families often give up and become frustrated if problems remain unsolved. The school is interested in achieving and fostering student and family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner.

Complaint Response/Due Process Procedure:

The student and family should address in writing any concern or grievance to the Principal/Administrator. The Principal/Administrator responds within ten (10) working days. If the concern or grievance is not resolved, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Indiana Gateway Alternative School Board of Education.

Objectionable Content

Indiana Gateway Alternative School recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents may find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided with alternative learning activities during times of such parent-requested absences.

Special Interest Student Clubs

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Indiana Gateway Alternative School. Clubs facilitate student socialization, community service, and in some cases, service. Clubs are sponsored by Indiana Gateway Alternative School teachers who welcome parent/guardian participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interest arises. Suggestions are always welcome. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family; neither K12 nor Indiana Gateway Alternative School will provide these materials or supplies.

School-based clubs hosted during the school day or within school platforms must have a teacher sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

As of the time of this writing, our initial club is Bridges Success club. This club is intended to assist students meeting Graduation Pathways Tier 2, as well as assisting with school, college, and workforce questions that arise throughout the year. The intent of the program is to work with students on areas of need based on their circumstances.

School Sponsored Events

Teachers arrange a variety of special gatherings for students and families on occasion throughout the school year. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and talk with fellow families about school. Families may be responsible for the cost of transportation and any other fees, but many activities are free or cost very little. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance on the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Legal Guardian, or adults to whom they specify, are responsible for supervising children at all times during an outing and should remain on the property the entire time of the event. Siblings and friends are welcome to attend as well. All attending children must bring a signed (by legal guardian) and completed Liability Release Agreement.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Families may contact the school if further information is needed.

The school recognizes that students attending school gatherings may require medication for various reasons. Families are encouraged to administer medications outside the hours of school gatherings, if possible. Legal Guardian shall assume full responsibility for the care of this part of their child's health while attending school gatherings.

Student Transportation

Students are expected to have prearranged transportation before and after school events and are expected to be picked up within 15 minutes of the end of the event.

Families are responsible for arranging and the cost of transportation. Any student who is not able to attend a school event due to financial concerns is encouraged to reach out to the Homeroom Teacher. Fees are often negotiated and reduced for our school. The school will consider individual circumstances when trying to assist.

Student Health and Wellness

Vision and Hearing Screenings

Each year, our INGAS nurse sends notifications to families regarding vision and auditory screenings and where they will be held. INGAS holds no liability to where and when these screenings are, in relation to our INGAS student population. INGAS is not responsible for transporting students to screenings.

The school will annually notify families about the vision acuity screening of the following students:

- Students in grade 1, grade 3, grade 5 and grade 8; and
- A student who is suspected of having vision defects.

The school will annually notify families about the audiometer test or a similar test to determine the hearing efficacy of the following students:

- Students in grade 1, grade 4, grade 7 and grade 10;
- Students who have transferred into the school and are new enrollees as of the date of the annual hearing screening and;
- A student who is suspected of having hearing defects.

The Legal Guardian will be notified if results of the screening test(s) indicate a need for medical follow-up. All data will be collected and turned to the nursing coordinator to complete the DOE School Health Report including all requirements in IC 20-34-3-12.

IMMUNIZATIONS

All students must comply with the requirements of IC 20-34-4 and the current Immunization Requirements. The only exemptions to the laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing annually, include each vaccine that is contraindicated and must be signed by the child's physician. Religious exemptions must be submitted in writing annually and must be signed by a parent/guardian. Immunization records are required for student record. Legal Guardian are encouraged to request their child's health records from the previous school. Please contact the office with any questions regarding health requirements.

exemption forms can be found here: <https://ingda.k12.com/student-life/health-and-immunizations/>

Change of Address, Phone Number or Custody

It is the Parent/Guardian/Student's responsibility to inform the School Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the School Office by emailing records@ingda.net. If there is a change of custody for the student, you are required to provide the correct student information, including the current custody order, to the Operations manager, Verena Burrows, vburrows@ingda.net

Be sure to include the names of all children associated with your household. You are to include in your email:

- Previous address and new address (Required)
- New phone number if applicable
- Effective date of address change (Required)
- Proof of residency attached

Internet Service Provider (ISP) Reimbursement

Indiana Gateway Alternative School provides partial reimbursement to qualifying families for their internet expenses at the end of the school year (\$12 per month enrolled). To qualify, a family must finish the school year with Indiana Gateway Alternative School, have an eligible and approved free-reduced lunch form on file, have an approved proof of residency on file, and submit the ISP application and any requested documents within the application window when announced.

The ISP Reimbursement Application instructions will be sent to qualifying families during the application window. Applications will only be accepted during the window. Early applications will not be accepted. No applications will be accepted after the closing date.

Eligible families must complete the application process to claim the reimbursement; reimbursement is not automatic. The number of months eligible for reimbursement is determined by the school start date. Start dates between the 1st and 15th of the month will receive the full reimbursement amount for that month.

Checks are mailed directly to the family's address of record verified by their approved proof of residency document on file. Checks will not be mailed to any other address without a valid proof of residency document to confirm the address change. Lost or stolen checks will not be reissued.

Internet Access

Families are required to provide their students with reliable internet access.

If your internet is down, be prepared by having your teacher's contact information and phone number to notify them if the outage will be more than several hours.

- Do you have a backup plan?
- Are you able to use a hot spot from a smart phone?
- Are you able to go to an alternate location where the internet is available? (family members' homes, libraries etc.)
- Remember that we will work with you on those unusual days if your internet lapses, but it is the Learning Coach's responsibility to provide consistent internet service so that your student can access schoolwork and instruction.

Voluntarily Withdrawing from School

It is our strongest desire to serve your family's educational needs. However, there are times when students withdraw from Indiana Gateway Alternative School. To comply with Indiana Attendance Codes and Rules, families who wish to remove students from the school may notify their homeroom teacher. The family will complete the online withdraw form provided by the homeroom teacher. The school will confirm the withdrawal date, report the exit date to the state, and forward the request to K12 for the return of all school equipment and materials.

Upon receipt of the withdrawal document from the family, the school will set up an Exit Interview for the student and learning coach. This meeting is required, as the documentation is needed down the road when the student applies for a GED program, and certain educational or workplace opportunities. The school will allow for 3 opportunities for the family to show up for the Exit Interview.

Work Permits

Students who are interested in working while attending school must have a work permit.

Beginning July 1, 2021, schools no longer issue work permits to minors. SEA 409 renames the Bureau of Child Labor to the Bureau of Youth Employment and moves the employment of students from Title 20(Education) to Title 22 (Labor and Safety), effectively removing the responsibility of issuing work permits away from schools.

For more information: [Indiana Department of Labor](#)

Code of Student Conduct

All Indiana Gateway Alternative School students are held to the following expected behaviors:

- Abide by the national, state, and local laws as well as the rules of the school.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt and attentive in class.
- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
- Help maintain a school environment that is safe, friendly, positive, and productive.

Additionally, students, families and Learning Coaches are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. We believe students are bright and articulate and can easily avoid sarcasm, jargon, profanity, and slang. We believe it is a sign of maturity, respect and understanding when our students

refuse to use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread typos. Respect other people's privacy. Don't broadcast online discussions and never reveal other people's e-mail addresses. Common courtesies such as "please", "thank you", and use of greetings such as "Dear Mr./Mrs." are appropriate and foster an environment of respect towards others.

INGAS Plagiarism Policies and Procedures

To maintain academic integrity, INGAS requires that all students work entirely on their own. Teachers will not award credit to work that is plagiarized, and learning coaches will be notified if any plagiarism occurs. It is INGAS' goal that students never place themselves in a situation where they may compromise their academic integrity.

INGAS students are encouraged to follow the specific guidelines of assignments in their coursework and to use their best judgment when it comes to submitting their own work; if questions arise regarding a potential submission constitutes plagiarism, students may contact their instructors before submitting the work to clarify and avoid potential consequences of losing credit through plagiarism.

Plagiarism Correction Process Correction Procedure:

The following plagiarism correction process applies to all activities conducted by students enrolled in INGAS courses. Students that commit plagiarism at INGAS will be held responsible and accountable for their actions. **The following correction procedure outlines the process that takes place when instances of plagiarism occur for each course they are enrolled in.** The goal of the procedure is to provide students and their parent/guardian or learning coach, documented notification of the plagiarism occurrence and an opportunity to correct it.

First Occurrence:

1. Teacher thoroughly investigates and documents all evidence of plagiarism within the student's log as a note.
2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CCs the student's other teachers and administration for informational purposes.
3. The teacher will assign a zero to the assignment. The student may earn back credit if their caretaker/learning coach has acknowledged the offense and requested the opportunity to earn back credit. Unit and Final Exams may not be redone to uphold the integrity of the assessment; however, it will be up to their respective teacher if they would allow an alternative assignment to be submitted for partial credit. Teachers may use the: [Alternative Assessment Behavior Change Form](#) if they wish and request assessment results from administration.

Second Occurrence:

1. Teacher thoroughly investigates and documents repeat offence along with all evidence of plagiarism within the student's log as a note.

2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CCs the student's other teachers and administration for informational purposes.
3. A zero is assigned to all plagiarized work with no option to earn credit.

Three or More Occurrences:

1. Teacher thoroughly investigates and documents repeat offence along with all evidence of plagiarism within the student's log as a note.
2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CC's the student's other teachers and administration for informational purposes.
3. Teacher completes [INGAS Plagiarism Detention Referral Form](#) where the student will be then assigned a Class Connect detention administered by INGAS administrators.
4. Further disciplinary action will be taken by the administration for students with more than 3 plagiarism infractions. Discipline could consist of but not limited to additional detention, in-school suspension, or suspension.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using school computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

You chose our school to be the best learner you can be. Therefore, be sure that all work submitted has been completed by you so that you can receive constructive feedback and grow in your understanding. All written assignments are subject to review through TURNITIN.COM to ensure the writing is original or cited correctly. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failing to follow academic integrity rules could have serious consequences.

ARTIFICIAL INTELLIGENCE (AI) BY STUDENTS

1. Purpose

The purpose of this policy is to provide guidelines and regulations for the appropriate and responsible use of Artificial Intelligence (AI) technologies by students within the school premises, during school activities, and while representing the school.

2. Definition of AI

For the purpose of this policy, AI refers to any technology that enables machines to mimic human intelligence, including but not limited to chatbots, virtual assistants, machine learning algorithms, and robotics.

3. Permissible Use of AI

- a. Educational Purposes: Students are encouraged to use AI technologies for educational purposes such as research, learning assistance, and project development under the guidance and supervision of teachers.
- b. Extracurricular Activities: AI may be utilized in extracurricular activities including competitions, clubs, and projects, provided that such usage aligns with the objectives and guidelines set forth by the school.

4. Prohibited Use of AI

- a. Unethical Practices: Students are strictly prohibited from using AI for activities that involve cheating, plagiarism, or any other form of academic dishonesty.
- b. Harmful Activities: It is forbidden to use AI for activities that may cause harm to individuals, communities, or violate the rights and privacy of others.
- c. Illegal Activities: Students must not engage in any illegal activities through the use of AI, including but not limited to hacking, cyberbullying, or engaging in activities that infringe upon intellectual property rights.

5. Accountability and Responsibility

- a. Supervision: The use of AI by students should be supervised and monitored by teachers or authorized personnel to ensure compliance with this policy.
- b. Ownership and Attribution: Students are responsible for the content created or generated using AI and must properly attribute sources and credit where due.
- c. Data Privacy: Students must respect the privacy of others and adhere to data protection regulations when collecting, storing, or processing data through AI technologies.

6. Consequences of Violation

- a. Disciplinary Action: Violation of this policy may result in disciplinary action, which may include but is not limited to warnings, suspension of privileges, parental notification, and other appropriate measures as determined by the school administration.

b. Legal Action: Serious breaches of this policy may result in legal consequences, including involvement of law enforcement authorities, depending on the nature and severity of the violation.

7. Review and Amendment

This policy shall be subject to periodic review and may be amended or updated as necessary to ensure its effectiveness and relevance in addressing emerging technologies and changing circumstances.

8. Implementation

This policy shall be communicated to all students, parents, teachers, and relevant stakeholders through appropriate channels, and their compliance is required.

APPROPRIATE USE OF TECHNOLOGY

INGAS reserves the right to review any material transmitted using the school's instructional computing resources or posted to an instructional computing resource to determine the appropriateness of such material. The school may review this material at any time, with or without notice. E-mail transmitted via Indiana Gateway Alternative School for instructional computing resources is not private and may be monitored.

Student Internet Safety

Do not reveal on the Internet personal information about yourself or other people. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of Indiana Gateway Alternative School. Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the school.

Bullying and Cyberbullying

Anti-Bullying Policy

Indiana Gateway Alternative School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, families, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplined) in order to provide positive examples of student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child’s imminent safety or over-all well-being may be at issue.

Bullying is conduct that meets all the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school districts or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Cyber-Bullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

Sexting is defined as sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device. Violation of any of the information contained in this section may be considered as a ground for suspension or expulsion from school. Student cell phones have been found in several Indiana school districts to contain evidence of “sexual conduct” as defined above. As a result, it is important for parents and students to be aware of some of the potential legal consequences should this occur in our school system.

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with “child exploitation” or “child pornography” as defined by Indiana Criminal Statutes.
- “Sexual Conduct” is defined by I.C. 35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any

fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.

- It is “child exploitation”, a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitized image of any incident that includes “sexual conduct” by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes “sexual conduct” by a child under the age of 18.
- It is “child pornography”, a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitized image, or any pictorial representation that depicts or describes “sexual conduct” by a child who the person knows is less than 16 years of age or who appears less than age 16.
- I.C. 35-45-4-6. Indecent Display of Youth.
- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C.35-52-4-4(b) to register as a sex offender.

Harassment is conduct that meets all the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school districts or public school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Indiana Gateway Alternative School expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Indiana Gateway Alternative School believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

Indiana Gateway Alternative School recognizes that to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

Indiana Gateway Alternative School believes that standards for student behavior must be set through interaction among the students, families, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, families, and community members.

Indiana Gateway Alternative School believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

Indiana Gateway Alternative School requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: To ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. The consequences must be perceived as fair and impartial.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, families, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures and Strategies for Individual Behavioral Change:

- Framing aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.

- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

Indiana Gateway Alternative School requires the principal to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including

students, families, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Indiana Gateway Alternative School requires the principal and/or the principal designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The Legal Guardian of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

Indiana Gateway Alternative School prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Indiana Gateway Alternative School prohibits any person from falsely accusing another of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

Indiana Gateway Alternative School requires school officials to annually disseminate the policy to all school staff, students, and families, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action

Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct and Indiana School Discipline laws and regulations. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved

with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

Use of School Property

The school provides materials, computers, printers, books, and other curricular supplies. All materials provided are school property and must be kept in good condition. Legal Guardians are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of properties that must be returned is provided to parents. All property and equipment must be returned in good working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Legal Guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Acceptable Use Guidelines

This document describes the policies and guidelines for the use of the school program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using school resources. The school reserves the right to update or alter this Code at any time. Such revisions may substantially alter access to instructional computing resources. School instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Indiana Gateway Alternative School.

As a parent or guardian of a student enrolled at the school, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to school instructional computing resources, which could result in your inability to complete learning activities.

Accountability

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password, but do not share these with anyone.

Do not interfere with other users' ability to access Indiana Gateway Alternative School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activities that are associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-school commercial activities, non-school product advertising, or political lobbying on an Indiana

Gateway Alternative School owned instructional computing resource. Do not use school instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on the school's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any school server.

STUDENT RECORDS AND FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Indiana Gateway Alternative School maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio, and videotape. Records can be in the central administrative offices of the school, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in strict confidentiality.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Students will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day School receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to

amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202**

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the records of disclosures.

A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution for whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced

institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To accredit organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is dependent for IRS tax purposes. (§ 99.31(a)(8))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To comply with a judicial order or lawfully issued subpoena if applicable, requirements are met. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" if applicable, requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Confidentiality

Every effort is made to maintain the confidentiality of students who attend the school. Parent or guardian permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before transferring over the Internet. The encrypted information can only be decrypted by another party authorized by Indiana Gateway Alternative School. Student files are accessible only to authorized employees of Indiana Gateway Alternative School who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a student, family or teacher believes the security of the OLS has been compromised, use the tools provided in the OLS to change usernames and passwords. Families are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

Protection of Pupil Rights Amendment

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material is used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Indiana Gateway Alternative School policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Indiana Gateway Alternative School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Indiana Gateway Alternative School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Indiana Gateway Alternative School will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA) requires that The School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, The School may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in

accordance with The School procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as wrestling, show the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. §503(c).]

If you do not want the school to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school in writing. The school has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such

as a PIN, password, or other factor known or possessed only by the authorized user.

Photo Release

Throughout the school year, school administration, teachers, and support staff may wish to showcase various student recordings, pictures, projects, and school-related functions in various media forms to highlight Hoosier Academies Network of Schools (HANS) activities and achievements. These may include, but are not necessarily limited to, teacher and school-sponsored websites and social media (Facebook, Twitter, YouTube, etc.), as well as brochures, newsletters, and other print media. HANS will not share identifying information, such as students' names or addresses, without express permission to do so.

If you DO NOT consent to the use of your child's image and/or voice, artwork and/or written work in audio, video, film, or any other electronic, digital, and/or printed media, please notify our Community Engagement Specialist Teresa Haller thaller@ingda.net. Please be sensitive to the privacy concerns of others when posting pictures and/or videos that include other students on your personal social media pages.

K12 Zone Purpose

What is the #1 reason students leaving our school? SOCIALIZATION! Stride K12 has seen this nationwide trend and has delivered a solution – a socialization opportunity tailor made for today's youth!

Introducing the K12 Zone!

The K12 Zone is four separate ecosystems, like four separate school buildings for our students' grades K-2, 3-5, 6-8 and 9-12 to create their own avatars and move around, socialize with one another, meet up with teachers, counselors, and club directors, and play games. When students are in close proximity to one another, they have the ability to see each other's video, hear the audio, and interact as if they are in the same room.

K12 Zone Discipline

The K12 Zone is a new and innovative tool that Indiana Gateway Digital Academy is implementing to improve engagement, retention, and socialization among our students. It is Indiana Gateway Digital Academy's goal to ensure that every student is able to communicate and collaborate in a safe and reliable environment. The purpose of this policy is to identify specific offenses that constitute disciplinary actions within the K12 Zone, identify the specific procedures for staff to respond to a reported offense, outline the Discipline Ladder for each ban from the system, as well as identify specific offenses that can result in automatic semester bans.

The following behaviors are specific offenses that constitute disciplinary actions within the K12 Zone

Specific Offenses:

1. Violence
2. Threat of Violence
3. Nudity

4. Pornography
5. Self-Injury
6. Hate Speech
7. Hate Symbols
8. Harassment
9. Bullying
10. Sales or Promotion of Drugs
11. Other/Minor Offenses:
 - a. Obscene language, materials, gestures or behavior, attendance problems, defiant behavior, deceitful behavior (false accusations, forgery, plagiarism, lying, cheating, etc), as well as any offense that a teacher or administrator deems inappropriate for this specific virtual setting.

The following identifies the procedure that staff must adhere to when responding to an offense.

Procedure:

1. All reported offenses need to be investigated by the teacher or administrator within that zone or by the teacher or administrator that responds to the offense(s) via Slack Chat.
 - Investigation should involve documenting the accounts of both parties involved within the student report or AI report.
 - Based on the information that transpires from the investigation, the teacher or administrator is provided the autonomy to either “ban” or “remove” the student for the offense.
 - If the student is banned, then the teacher will follow the Discipline Ladder for each ban that the student(s) has incurred.
 - If a student is banned based on the evidence provided, then the teacher or administrator should contact the Learning Coach of the student who committed the offense to make them aware of the situation.
2. All investigations need to be documented on Student Information System (SIS) to ensure documentation and inform others about previous offenses.
 - This should identify the specific offense that was reported, the statements from both parties, the action that resulted from the investigation, the possible timeline for the ban or removal, as well as any other information the teacher or administrator deems important.
 - The teacher or administrator should also update the Ban List that is located within the K12 Zone Folder within SharePoint.

The following Discipline Ladder identifies the time frame in which a student could be banned from the system.

Discipline Ladder:

1. First Ban-One Day Ban

2. Second Ban-One Week Ban
3. Third Ban-One Month Ban
4. Fourth Ban-One 9 Week Ban
5. Fifth Ban-One Semester Ban

The following behaviors are specific offenses that constitute an automatic semester ban from the K12 Zone.

Specific Semester Ban Offenses:

1. Nudity
2. Pornography
3. Self-Injury
3. Hate Speech
4. Hate Symbols
5. Sales or Promotion of Drugs